Subject: \_Writing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher(s): \_Gaines, Brenda ; Warren, Vicki \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| Show a little understanding of  the persuasive purpose of the  task but neglect to take or to  maintain a position on the issue  in the prompt  ■ Show limited recognition of the  complexity of the issue in the  prompt  Write opinion pieces in which they introduce the  topic or book they are writing about, state an  opinion, supply reasons that support the opinion,  use linking words (e.g., *because*, *and*, *also*) to  connect opinion and reasons, and provide a concluding statement or section | ID main ideas with details that are fact based and not opinions, etc. | Understanding  Purpose  Task  Text  Position  Issue  Recognition  Prompt  Understanding – through verbalization, oral expression, augmentative communication, sign language or written form students will communicate a grasp of information that they can relate or interrelate in order to form opinions as to their findings  Purpose-the intention of the author of the task or text.  Text- written form of information, pictures, illustrations, pictures, print, drawings, etc.  Task- job, operations, jig, processor, or activity.  Position- students will be able to choose and support the choice or ability to support one’s belief or reasons.  Issue- students will be able through guidance to be aware of issues such as problems, scenarios, conditions, etc.  Recognition- students will be able to see, identify, hear, point, sign, grunt, touch, etc. in connection with the issue and the difficulty of the issue.  Prompt- students will receive this through written, oral, description, concrete example, as to the assignment that is to be completed. | Show understanding  Neglect  Maintain a position on the issue in the prompt  Show limited recognition  Show understanding through vision, hearing, touch, verbal, facial expression, utterances, tapping, pointing, typing, writing, etc.  Neglect- student will make a choice through verbal, written, or otherwise to select and support the choice that they have made concerning the issue.  Maintain a position on the issue in the prompt.  Students will be able to choose and support the choice or ability to support one’s belief or reasons.  Show limited recognition-  Students will be able to see, identify, hear, point, sign, grunt, touch, and etc. in connection with the issue and the difficulty of the issue. |
| **Critical Vocabulary** |